



Cardinal Newman
Catholic School



Part of Holy Cross Catholic MAC

PSHE POLCY

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‘Knowledge through the light of faith’

First and foremost, our school is a faith community with a strong Catholic ethos. This impacts on all aspects of life.

SECTION 1: RSE Policy

Please also reference the HCCMAC RSE policy:

https://www.hccmac.co.uk/_site/data/files/documents/policies/other/66161A8F0D5B7A638BDA94F5E3116DC8.pdf

1. Rationale for this policy

As a Catholic School, we believe that each person is an individual created by God and each has unique value. Therefore, the education of our students in Relationships, Sexuality and Family Life should be rooted in the teaching of the Catholic Church.

The school believes in a strong and supportive partnership with parents. We recognise the vital role of parents and the home in developing students' sense of dignity and responsibility in matters of sexuality and relationships. The role of the school is to assist and support the work of parents. Parents will be fully informed about the school's provision on these topics.

2. Statutory Requirements

The 1996 Education Act consolidates all relevant previous legislation and states that all schools must provide an up-to-date policy that describes the content and organisation of SRE provided outside the National Curriculum Science Order. The DfE Sex and Relationship Education Guidance (2000) support this legislation and recommends that all schools should have a sex and relationship education programme tailored to the age and physical and emotional maturity of the students.

Effective SRE is key in supporting young people through their physical, emotional and moral development, enabling them to make informed life choices confidently, and furthering their respect for themselves and others as they move through life.

Relationships, Sex Education and Health Education (England) Regulations 2019

In England, Relationships and Sex Education (RSE) & Health Education is compulsory for all secondary school pupils. The [Department for Education \(DfE\)](#) provides statutory guidance, which was updated and came into force in September 2021 and is to be updated again in September 2026. Schools must create their own RSE policies through consultation with parents and pupils.

The Children Act 1989

This places a duty on professionals working with young people to talk about sex and relationships with young people to help them acquire knowledge and information about their bodies, sex and sexual health and to develop relevant skills.

The Children Act 2004

This builds on the above and places a duty on professionals working with young people to implement the 5 outcomes from Every Child Matters whilst ensuring their entitlement to sex and relationship education.

3. Objectives

The key aim of the programme is to provide a programme of study that is founded on a Catholic understanding of the human person and an appreciation that authentic human love is more than sexual expression, for the human person is made in the image and likeness of God and this dignity is inalienable.

To develop the following attitudes and virtues:

- reverence for the gift of human sexuality and fertility;
- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life; fidelity in relationships.

To develop the following personal and social skills:

- making sound judgements and good choices which have integrity and which are respectful of the individual's commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;

- assessing risks and managing behaviours to minimise the risk to health and personal integrity.

To know and understand:

- the Church's teaching on relationships and the nature and meaning of sexual love;
- the Church's teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;
- how to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception;

4. Content

Relationships and sex education is taught through the PSHE programme at tutor time. However across subject areas there are also elements of content taught, as outlined below.

Science

Year Group	Topics covered
Year 7	Reproduction: looking at sex cells, changes during puberty, menstrual cycle, fertilisation, how the baby grows and birth.
Year 8	
Year 9	
Year 10	Hormones, How Contraceptives can control hormones. Fertility treatment, IVF, Modern Cloning Techniques, Sexual reproduction,
Year 11	Fertilisation and Genetics
Year 12	
Year 13	

5. Use of Outside Speakers

- It is anticipated that professionals from outside agencies may be involved in delivering aspects of the sex education programme.
- Every visitor or professional speaker will be made aware of the school's policy and its Catholic ethos. To this end, great care will be exercised in the choice of external speakers

6. Monitoring and Evaluating

The programme will be monitored in a number of ways: -

- Feedback from students.
- Regular reviews by teachers delivering the programme.
- Lesson observations and feedback to teachers.
- Looking at samples of students work.
- Review of the policy by the Governors

In the light of any review and amended statutory requirements, programme revision will take place.

7. Parents' Right to Withdraw their Child from Sex Education Lessons

Our aim is to work closely with parents, to make them aware of our programme and to help them appreciate the value of sex education for their children.

- Parents have the right to withdraw their children from sex education lessons, though not from those elements which are in National Curriculum Science.
- If a parent wishes to withdraw a child from sex education lessons they are asked to discuss their decision with Deputy Head in charge of Pastoral Care.

8. Safeguarding

Staff will endeavour to maintain the confidentiality of students, but in some cases – such as disclosure of child abuse, FGM and criminal behaviour – the safety of the young person is paramount over confidentiality.

All staff are made aware of safeguarding procedures.

Section 2: SMSC and British Values

1. Rationale of the policy

At Cardinal Newman Catholic School, the personal development of students is a fundamental part of the academic and pastoral work of the school. To this end, we want to develop students spiritually, morally, socially and culturally and ensure that they are treated as individuals.

We aim to deliver spiritual, moral, social and cultural education through all aspects of school life; curriculum, extra-curricular activities, school trips, the pastoral system, assemblies as well as themes events. No school can effectively promote the personal development of its young people without the partnership of parents and the wider community. We therefore do our best to engage these key stakeholders in this endeavour and work closely with them whenever possible.

2. Implementation of the Policy

We have a very clear ethos in terms of the way we treat ourselves and each other. As a school:

- We offer positive and realistic examples and role models for students to follow
- We provide opportunities for reflection, discussion, advice and support to enable them to set personal goals and develop self-awareness and self esteem
- All departments understand the importance they play in contributing to the personal development of each student
- Provide opportunities for all students to study Religious Education
- Our pastoral teams work closely to ensure the tutor and assembly programmes have the aims of this policy in mind the delivery is appropriate for each year group
- Students have opportunities to reflect deeply on moral or social issues relating to school life and the wider world
- Students are offered first hand opportunities to meet different people, visit different places and discuss different belief structures and faiths

3. SMSC across the Curriculum

Heads of Departments will be responsible for ensuring that SMSC development opportunities are exploited and flagged up wherever possible and evidence recorded in their departments. This will allow students the opportunity to explore SMSC issues in each of their lessons.

On a whole school level, the SMSC opportunities at Cardinal Newman Catholic School are explained below.

4. Further SMSC Opportunities beyond the Curriculum – examples at Cardinal Newman

Spiritual

- Catholic life
- Collective worship
- School mission statement
- Charitable work
- School chapel
- Educational Visits
- GCSE RE lessons
- PSHE lessons
- Mission Statement

Moral:

- School behaviour Policy
- School council
- Celebration assemblies
- Talking points
- Assemblies
- Pastoral programme

Social:

- Extra curricular opportunities
- School magazine
- Enterprise sessions
- School council
- Visits to the Peace Orchard
- Friendship sessions in the chapel
- PSHE

Cultural

- Assemblies
- RE lessons
- Links with other countries
- Links with other schools
- Cultural diversity groups

5. Student Council

All students have the opportunity to share their views via the student council. In September of each year candidates from each tutor group put themselves forward as a representative for their tutor group. Students then vote, via a democratic process and two representatives are selected for each tutor group.

Tutor groups regularly discuss key school issues via the pastoral sessions.

Termly the student council representatives meet the Head teacher and Chair of Governors to discuss key issues.

6. British Values

Cardinal Newman School recognises its responsibility to ensure that our students develop into well rounded, confident adults and responsible, open-minded citizens with an appreciation of life in modern Britain. The school promotes fundamental British values and principles which all those living in the UK should respect and support. These values are reflected in the responsibilities, rights and privileges of being a British citizen or permanent resident of the UK. They are based on history and traditions and are protected by law, customs and expectations. There is no place in British society for extremism or intolerance.

According to the DfE, 'fundamental British values' comprise:

- democracy
- the rule of law
- individual liberty
- mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith.

As a school, we ensure that British Values are taught through curriculum lessons and the wider curriculum that students receive during their time at school.

Our aims are:

- enable students to develop their self-knowledge, self-esteem and self-confidence
- enable students to distinguish right from wrong and to respect the civil and criminal law of Britain
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- enable students to acquire a broad general knowledge of and respect for public institutions and services in Britain
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures
- encourage respect for other people
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in Britain
- encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.